

TA Packet (5 items)  
7/31/19 J. J. Jones

PALOMAR COLLEGE  
PROFESSOR TENURE AND EVALUATIONS REVIEW REPORT

*[Handwritten signature]*  
7/31/19  
RCL

1st year report       2nd year report       3rd year report       4th year report

Probationary Professor \_\_\_\_\_

Department \_\_\_\_\_

When the committee members are finished reviewing and discussing each component of the evaluation, the committee chair will complete the **Professor Tenure and Evaluations Review Report**. The various components will include: a. Self-Evaluation Form b. Professional Development Contract c. Course materials d. Student evaluations e. Classroom or workplace observations f. Letter from department chair/program director g. Supervisor evaluation (if appropriate). Please attach supporting documents. In your comments, please do not refer to the student evaluation questions by number. This report will eventually be a stand-alone document. The student evaluations will not accompany this report, so referring to the student evaluation questions by number (rather than in words) will not be descriptive.

**Definitions of evaluation categories:** (based on Standards of Performance for Faculty)

**High Professional Performance** - Frequently exceeds accepted standards of professional performance. (Check this box when the professor's professional performance is beyond what is reasonably expected.)

**Standard Professional Performance** - Regularly meets accepted standards of professional performance. (This is the standard of performance that is expected of all professors when they are hired and they are expected to maintain this level of performance throughout their tenure at Palomar College.)

**Performance Needs Improvement** - Does not consistently meet accepted standards of professional performance.

**Unsatisfactory Performance** - Does not meet minimal standards of professional performance.

**Comments are required for all questions.**

1. The professor establishes a classroom or online environment that promotes the active role of students as learners, encouraging questions and other forms of participation.

- |  |  |
|--|--|
| <input type="checkbox"/> High Professional Performance | <input type="checkbox"/> Standard Professional Performance |
| <input type="checkbox"/> Needs Improvement             | <input type="checkbox"/> Unsatisfactory Performance        |

**Comments:**

2. The professor treats students with respect, demonstrating a willingness to work with a diverse student body.

- High Professional Performance  
 Needs Improvement

- Standard Professional Performance  
 Unsatisfactory Performance

**Comments:**

3. The professor teaches a course that is appropriately organized, with clearly stated objectives in keeping with the Course Outline of Record.

- High Professional Performance  
 Needs Improvement

- Standard Professional Performance  
 Unsatisfactory Performance

**Comments:**

4. The professor demonstrates subject matter expertise.

- High Professional Performance  
 Needs Improvement

- Standard Professional Performance  
 Unsatisfactory Performance

**Comments:**

5. The professor is proficient at integrating appropriate material and methods into the classroom or the online environment.

- High Professional Performance  
 Needs Improvement

- Standard Professional Performance  
 Unsatisfactory Performance

**Comments:**

6. The professor communicates in a clear, informative, and professional manner in interactions with both students and colleagues.

- High Professional Performance  
 Needs Improvement

- Standard Professional Performance  
 Unsatisfactory Performance

**Comments:**

7. The professor designs fair and clearly stated grading policies that promote high standards for student work.

- High Professional Performance  
 Needs Improvement

- Standard Professional Performance  
 Unsatisfactory Performance

**Comments:**

8. The professor provides fair and reasonably prompt evaluation of student work.

- High Professional Performance  
 Needs Improvement

- Standard Professional Performance  
 Unsatisfactory Performance

**Comments:**

9. The professor establishes the appropriate learning outcomes for each course and consistently assesses for student learning of those outcomes.

- High Professional Performance  
 Needs Improvement

- Standard Professional Performance  
 Unsatisfactory Performance

**Comments:**

10. The professor demonstrates continued professional growth by participation in professional development activities.

- High Professional Performance  
 Needs Improvement

- Standard Professional Performance  
 Unsatisfactory Performance

**Comments:**

11. The professor demonstrates commitment to the college and to education by service to the college.

- High Professional Performance  
 Needs Improvement

- Standard Professional Performance  
 Unsatisfactory Performance

**Comments:**

12. The professor fulfills the contractual requirements of the position. *(Please see Article 4 of the Collective Bargaining Agreement for information about contractual requirements.)*

Yes: \_\_\_\_\_ No: \_\_\_\_\_

**Comments** (if the response is negative, comments are required):

13. As a department member, the professor maintains a collegial approach to the requirements of a full-time faculty position, contributing to the success of the department or program.

High Professional Performance

Standard Professional Performance

Needs Improvement

Unsatisfactory Performance

**Comments:**

14. **Summary Comments and Recommendations (required):**

**Overall Recommendation:**

High Professional Performance

Standard Professional Performance

Performance Needs Improvement

Unsatisfactory Performance

1st Year

Rehire

Do not rehire

2nd Year

Rehire

Do not rehire

3rd Year

Satisfactory

Unsatisfactory

4th Year

Rehire/Grant Tenure

Do not rehire/Deny Tenure

**Evaluation Meeting Confirmation:**

Date and Length of Meeting with Evaluatee: \_\_\_\_\_

**Signatures** (Comments are optional)

Committee Chair: \_\_\_\_\_ Date: \_\_\_\_\_  
(print name) \_\_\_\_\_  
Comments: \_\_\_\_\_

Committee Member: \_\_\_\_\_ Date: \_\_\_\_\_  
(print name) \_\_\_\_\_  
Comments: \_\_\_\_\_

Outside Committee Member: \_\_\_\_\_ Date: \_\_\_\_\_  
(print name) \_\_\_\_\_  
Comments: \_\_\_\_\_

Division Dean: \_\_\_\_\_ Date: \_\_\_\_\_  
(print name) \_\_\_\_\_  
Comments: \_\_\_\_\_

Vice President: \_\_\_\_\_ Date: \_\_\_\_\_  
(print name) \_\_\_\_\_  
Comments: \_\_\_\_\_

My signature acknowledges that I have read and received a copy of the evaluation. It does not mean that I agree or disagree with this evaluation. I am aware that within ten business days I have the right to submit a response to this evaluation. I am also aware that this evaluation and my response, if any, will become part of my personnel file.

Professor: \_\_\_\_\_ Date: \_\_\_\_\_  
(print name) \_\_\_\_\_  
Comments: \_\_\_\_\_

**TERB Coordinator Signature**

Tenure and Evaluations

Review Board Coordinator: \_\_\_\_\_

Date: \_\_\_\_\_

**PALOMAR COLLEGE  
PEER EVALUATION REVIEW REPORT**

Evaluee \_\_\_\_\_

Department \_\_\_\_\_

When the committee members are finished reviewing and discussing each component of the evaluation the committee chair will complete the **Peer Evaluation Review Report**. The various components will include: a. Self-Evaluation Form b. Professional Development Contract c. Course materials d. Student evaluations (method is chosen by evaluee) e. Peer evaluation (method is chosen by evaluee) f. Supervisor evaluation (if appropriate). Please attach supporting documents. In your comments, please do not refer to the student evaluation questions by number. This report will eventually be a stand-alone document. The student evaluations will not accompany this report, so referring to the student evaluation questions by number (rather than in words) will not be descriptive.

***Definitions of evaluation categories: (based on Standards of Performance for Faculty)***

***High Professional Performance*** - Frequently exceeds accepted standards of professional performance.  
(Check this box when the professor's professional performance is beyond what is reasonably expected.)

***Standard Professional Performance*** - Regularly meets accepted standards of professional performance.  
(This is the standard of performance that is expected of all professors when they are hired and they are expected to maintain this level of performance throughout their tenure at Palomar College.)

***Performance Needs Improvement*** - Does not consistently meet accepted standards of professional performance.

***Unsatisfactory Performance*** - Does not meet minimal standards of professional performance.

***Comments for each of the following are highly encouraged.*** It is appropriate to write positive comments for meaningful feedback and encouragement for each question where it applies. If a "Needs Improvement," "Unsatisfactory Performance," or "No" is checked, ***comments are required.***

1. The professor establishes a classroom or online environment that promotes the active role of students as learners, encouraging questions and other forms of participation.

High Professional Performance

Standard Professional Performance

Needs Improvement

Unsatisfactory Performance

**Comments:**

2. The professor treats students with respect, demonstrating a willingness to work with a diverse student body.
- |  |  |
|--|--|
| <input type="checkbox"/> High Professional Performance | <input type="checkbox"/> Standard Professional Performance |
| <input type="checkbox"/> Needs Improvement             | <input type="checkbox"/> Unsatisfactory Performance        |

**Comments:**

3. The professor teaches a course that is appropriately organized, with clearly-stated objectives in keeping with the Course Outline of Record.
- |  |  |
|--|--|
| <input type="checkbox"/> High Professional Performance | <input type="checkbox"/> Standard Professional Performance |
| <input type="checkbox"/> Needs Improvement             | <input type="checkbox"/> Unsatisfactory Performance        |

**Comments:**

4. The professor demonstrates subject matter expertise.
- |  |  |
|--|--|
| <input type="checkbox"/> High Professional Performance | <input type="checkbox"/> Standard Professional Performance |
| <input type="checkbox"/> Needs Improvement             | <input type="checkbox"/> Unsatisfactory Performance        |

**Comments:**

5. The professor is proficient at integrating appropriate material and methods into the classroom or the online environment.
- |  |  |
|--|--|
| <input type="checkbox"/> High Professional Performance | <input type="checkbox"/> Standard Professional Performance |
| <input type="checkbox"/> Needs Improvement             | <input type="checkbox"/> Unsatisfactory Performance        |

**Comments:**

6. The professor communicates in a clear, informative, and professional manner in interactions with both students and colleagues.
- |  |  |
|--|--|
| <input type="checkbox"/> High Professional Performance | <input type="checkbox"/> Standard Professional Performance |
| <input type="checkbox"/> Needs Improvement             | <input type="checkbox"/> Unsatisfactory Performance        |

**Comments:**

7. The professor designs fair and clearly-stated grading policies that promote high standards for student work.
- |  |  |
|--|--|
| <input type="checkbox"/> High Professional Performance | <input type="checkbox"/> Standard Professional Performance |
| <input type="checkbox"/> Needs Improvement             | <input type="checkbox"/> Unsatisfactory Performance        |

**Comments:**



8. The professor provides fair and reasonably prompt evaluation of student work.
- |  |  |
|--|--|
| <input type="checkbox"/> High Professional Performance | <input type="checkbox"/> Standard Professional Performance |
| <input type="checkbox"/> Needs Improvement             | <input type="checkbox"/> Unsatisfactory Performance        |

**Comments:**

9. The professor establishes the appropriate learning outcomes for each course and consistently assesses for student learning of those outcomes.
- |  |  |
|--|--|
| <input type="checkbox"/> High Professional Performance | <input type="checkbox"/> Standard Professional Performance |
| <input type="checkbox"/> Needs Improvement             | <input type="checkbox"/> Unsatisfactory Performance        |

**Comments:**

10. The professor demonstrates continued professional growth by participation in professional development activities.
- |  |  |
|--|--|
| <input type="checkbox"/> High Professional Performance | <input type="checkbox"/> Standard Professional Performance |
| <input type="checkbox"/> Needs Improvement             | <input type="checkbox"/> Unsatisfactory Performance        |

**Comments:**

11. The professor demonstrates commitment to the college and to education by service to the college.
- |  |  |
|--|--|
| <input type="checkbox"/> High Professional Performance | <input type="checkbox"/> Standard Professional Performance |
| <input type="checkbox"/> Needs Improvement             | <input type="checkbox"/> Unsatisfactory Performance        |

**Comments:**

12. The professor fulfills the contractual requirements of the position. *(Please see Article 4 of the Collective Bargaining Agreement for information about contractual requirements.)*

Yes: \_\_\_\_\_ No: \_\_\_\_\_

**Comments** (if the response is negative, comments are required):

13. As a department member, the professor maintains a collegial approach to the requirements of a full-time faculty position, contributing to the success of the department or program.
- |  |  |
|--|--|
| <input type="checkbox"/> High Professional Performance | <input type="checkbox"/> Standard Professional Performance |
| <input type="checkbox"/> Needs Improvement             | <input type="checkbox"/> Unsatisfactory Performance        |

**Comments:**

14. **Summary Comments and Recommendations (required)**

**Overall Recommendation:**

High Professional Performance

Standard Professional Performance

Performance Needs Improvement

The Tenure & Evaluations Review Board will assist the peer review committee in developing a plan for improvement.

Unsatisfactory Performance

The Tenure & Evaluations Review Board will assist the peer review committee in developing a plan for improvement.

Referral to Tenure & Evaluations Review Board

The Tenure & Evaluations Review Board will reach a consensus with the peer committee for the overall recommendation.

**Signatures**

*Committee and Administrative Signatures are obtained before the evaluatee signs the document. After Committee Signatures are obtained, please send this report to TERB so Executive Signatures can be obtained. TERB will then return the report to the Peer Review Committee Chair so the Evaluation Meeting can occur and Evaluatee Signature can be obtained. Remit final report, and related documents, to TERB at that time.*

**Committee Signatures**

Committee Chair: \_\_\_\_\_  
(print name): \_\_\_\_\_

Date: \_\_\_\_\_

Committee Member: \_\_\_\_\_  
(print name): \_\_\_\_\_

Date: \_\_\_\_\_

**Administrative Signatures**

My signature acknowledges that I have reviewed the materials.

Division Dean: \_\_\_\_\_

Date: \_\_\_\_\_

(print name): \_\_\_\_\_

My signature acknowledges that I have reviewed the materials.

Vice President: \_\_\_\_\_  
(print name): \_\_\_\_\_

Date: \_\_\_\_\_

**Evaluation Meeting Confirmation:**

Date and Length of Meeting with Evaluatee \_\_\_\_\_

**Evaluee Signature**

My signature acknowledges that I have met with the committee chair and reviewed my peer review evaluation. It does not mean that I agree or disagree with this evaluation. I am aware that within ten business days I have the right to submit a response to this evaluation. I am also aware that this evaluation and my response, if any, will become part of my personnel file. My signature also acknowledges that I have reviewed the administrative signatures as well as received a copy of my evaluation.

Professor: \_\_\_\_\_  
(print name): \_\_\_\_\_

Date: \_\_\_\_\_

**TERB Coordinator Signature**

Tenure and Evaluations

Review Coordinator: \_\_\_\_\_

Date: \_\_\_\_\_

## Review Report Guidelines

**Writing an evaluation Review Report concludes a thoughtful consideration of a peer's performance. The report consists of a series of evaluation summaries, so care must be taken to ensure that each summary is factually based and includes the evidence and reasoning that the evaluator used to reach a specific performance rating decision. The facts and analysis used in the report must justify the conclusions reached by the Evaluator. Responses must specifically address criteria listed on the evaluation report form.**

**To assist you in filling out the evaluation report, listed below are the components relevant to each question.**

1. The professor establishes a classroom or online environment that promotes the active role of students as learners, encouraging questions and other forms of participation.
  - a. Classroom observation / Online course observation
  - b. Self Evaluation Form
  - c. Student evaluations
  - d. Professional Development contract
2. The professor treats students with respect, demonstrating a willingness to work with a diverse student body.
  - a. Classroom observation / Online course observation
  - b. Student evaluations
3. The professor teaches a course that is appropriately organized, with clearly-stated objectives in keeping with the Course Outline of Record.
  - a. Course materials
  - c. Classroom observation / Online course observation
  - d. Student Evaluations
4. The professor demonstrates subject matter expertise.
  - a. Course Materials
  - b. Professional Development Contract
  - c. Professional Improvement Form
  - d. Classroom observation / Online course observation
  - e. Student evaluations
5. The professor is proficient at integrating appropriate material and methods into the classroom or the online environment.
  - a. Classroom observation / Online course observation
  - b. Course materials (including Course Outline of Record)
  - c. Student evaluations
6. The professor communicates in a clear, informative, and professional manner.
  - a. Classroom observation
  - b. Student evaluations
  - c. Course materials

7. The professor designs fair and clearly stated grading policies that promote high standards for student work.
    - a. Classroom observation
    - b. Student evaluations
    - c. Course materials
  
  8. The professor provides fair and reasonably prompt evaluation of student work.
    - a. Classroom observations
    - b. Student evaluations
    - c. Professional Improvement Form
  
  9. The professor establishes the appropriate learning outcomes for each course and consistently assesses for student learning of those outcomes.
    - a. Student evaluations
    - b. Course materials (including Course Outline of Record)
- Please note: Evaluations relating to element #9 must not be based on information or data gathered in TracDat.** Evaluators should rely primarily on other course materials, observations, discipline expertise, and the Course Outline of Record.
10. The professor demonstrated continued professional growth by participation in professional development activities.
    - a. Professional Development Contract
    - b. Self-Evaluation Form
  
  11. The professor demonstrates commitment to the college and to education by service to the college.
    - a. Professional Development Contract
    - b. Self-Evaluation Form
  
  12. The professor fulfills the contractual requirements of the position. *(Please see Article 4 of the Collective Bargaining Agreement for information about contractual requirements.)*
    - a. Professional Development Contract
    - b. Institutional Service
    - c. Self-Evaluation Form
    - d. Letter from department chair/program director
    - e. Collective Bargaining Agreement
  
  13. As a department member, the professor maintains a collegial approach to the requirements of a full-time faculty position, contributing to the success of the department or program.
    - a. Letter from department chair/program director
    - b. Professional Development Contract
    - c. Institutional service

# 2019 Fall Part-Time Evaluations

## Notes

### AUGUST

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

### SEPTEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

### OCTOBER

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

### NOVEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

### DECEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### JANUARY

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

### FEBRUARY

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	

### MARCH

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**IMPORTANT:** If your part-time faculty member will receive an **improvement plan**, you must review their report and improvement plan with them as soon as grades are submitted at the end of the semester or the first possible day of the next semester.

The goal of the improvement plan process is for improvement to be reflected on before the semester begins and to be baked into their approach to their new class; giving them their improvement plan weeks into the semester will not achieve that goal.

Please note that deans might ask the evaluator to send student evaluations, the observation form, and a draft review report after the observation period and before you enter the final evaluative score and meet with the evaluatee, per 17.3.1.2. If the dean makes that request per the timeline in 17.3.1.2, it is the evaluator, not TERB, who supplies those documents.

All new part-time (PT) faculty hires need to be evaluated in their first year of teaching--preferably in their first semester of teaching. Established PT faculty are evaluated at least once every 3 years.

**AUG 19 - AUG 30: Department Chairs verify PT Faculty to be evaluated Fall 2019**

**APRIL 15th - DUE DATE for Spring 2019 Evaluations**  
Completed Spring 2019 evaluation reports are due in the TERB office for PT faculty.

**SEPT 23rd-27th** – TERB office sends student evaluation packets to Department Chair or ADA for face-to-face classes.

**SEPT 30th - OCT 26th** – Student evaluations for semester-length classes are conducted now (not before). PT faculty evaluatee submits syllabus and other relevant material to the evaluator. For face-to-face classes, it may be convenient for the evaluator to conduct their observation on the same date that student evaluations are administered. However, the observation for full-length 16-week classes may occur anytime between the 4<sup>th</sup> and 14<sup>th</sup> week of Fall 2019. **Please send completed student evaluations to the TERB office as soon as they are completed.** The evaluator keeps his/her observation form until submitting the final report.

### OCTOBER & NOVEMBER

Tabulated student evaluations are emailed to the evaluator (specified by the department chair at the beginning of the semester). Evaluators should refer to the *Part-Time Checklist* found on the TERB website for components of the evaluation report.

### NOVEMBER - FEBRUARY

Do not discuss student evals until after evaluatee has submitted final grades for Fall 19.  
**Jan 27 - Feb 21:** Evaluator meets with PT evaluatee and reviews final report. Evaluatee signs report acknowledging review and is provided with a copy of the student evaluations and review report by the evaluator. The final report (including evaluation, classroom or workplace observation, department chair form, and signatures from evaluator, evaluatee and department chair) is submitted to the TERB office. (The TERB office will collect the dean/department chair's signature.)  
\*Evaluatees have 10 business days from date of review with their evaluator to attach any official responses to their evaluation.  
\*Contact the TERB Coordinator if you have questions or concerns regarding the evaluation.

### FEBRUARY 14th - DUE DATE for Fall 2019 Evaluations

Completed & signed evaluation reports are due in the TERB office for part-time faculty evaluated Spring 2019.

### \*IMPORTANT FOR FAST TRACK, 4 WEEK, or other partial-semester CLASSES!

The college is offering an increasing number of classes that do not adhere to the 16-week schedule (e.g. Fast Track 1, Late Start, 12 weeks, etc.). If the course to be evaluated does not adhere to the 16-week timeline, please make the following adjustments:

- \*Aim to administer student evaluation near the midway point of the course (e.g. the 5<sup>th</sup> week for Fast Track classes).
- \*Observations should be completed sometime after the first 25% of the course has elapsed but before final exams.
- \*Review the evaluation report with the evaluatee after the final grades are submitted. For instance, it may be possible to review the report with a Fast Track I instructor as early as October 2019.
- \*All Fall 2019 reports are still due February 24th 2020.

## AUGUST 2019

SUN	MON	TUES	WED	THUR	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23 Plenary	24
25	Department chairs form TEC for all 1 <sup>st</sup> year Probationary faculty					

## SEPTEMBER 2019

SUN	MON	TUES	WED	THUR	FRI	SAT
1	2 holiday	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Challenge timeframe for 1<sup>st</sup> yr Probationary faculty

Evaluation packets sent out to TEC chairs

## OCTOBER 2019

SUN	MON	TUES	WED	THUR	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21 DUE!	22	23	24	25	26
27	28	29	30	31		

Student evaluations & observations

Student evaluations end **October 19**

Reconfirm TEC meeting

## NOVEMBER 2019

SUN	MON	TUES	WED	THUR	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11 holiday	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

TEC Meetings

Fall Break

# 2019-2020 Probationary Faculty Evaluations Calendar

### August 19–August 30

Department Chairs are responsible for establishing the Chair and second faculty member of the Tenure and Evaluations Committee (TEC) for all first year probationary faculty in the department and verifying committee membership for 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> year. The TERB Coordinator will appoint a random (outside) committee member to all new probationary faculty TEC committees. [This is also the 10-day window for 2<sup>nd</sup> year probationary faculty to challenge per 17.6.3.]

**September 2-16** 1<sup>st</sup> year probationary faculty notified of their TEC composition by August 30. September 3 is the beginning of the 10-day challenge timeframe for 1<sup>st</sup> year probationary faculty per Article 17.6.3.

**September 20–27** TERB office sends student evaluation packets for face-to-face classes to TEC chairs.

**Sept 30 – Oct 19** Student evaluations for full-length classes conducted in this timeframe (not before). Please send completed student evaluations to the TERB office as soon as they are completed.

Classroom/workplace observations occur after the fourth week of class but before October 21.

### October 21 DUE date!

- Completed student evaluation packets are due in the TERB office.
- Classroom observations, evaluation matrices, and chair's letter are due to the TEC Chair.
- Deadline for probationary faculty to submit their (1) Self Evaluation Form with professional development and (2) other materials related to teaching to the TEC Chair.

**October 22 –28** This meeting is scheduled early in the semester, but the TEC Chair should reconfirm the date and time that all TEC (including VP and dean) members are meeting to review evaluation materials and write the evaluation.

**DECEMBER 2019**

SUN	MON	TUES	WED	THUR	FRI	SAT
1	2 TEC Meetings	3	4	5	6	7
8	9	10	11 REPORTS DUE!	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**JANUARY 2020**

SUN	MON	TUES	WED	THUR	FRI	SAT
26	27	28	29	30 DUE!	31	

**MARCH 2020**

SUN	MON	TUES	WED	THUR	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
	Evaluation packets sent to TEC chairs					
15	16	17	18	19	20	21
	Student evaluations					
22	23	24	25	26	27	28
	Spring break					
29	30	31				

**APRIL 2020**

SUN	MON	TUES	WED	THUR	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
	Student evaluations					
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

**May 2020**

SUN	MON	TUES	WED	THUR	FRI	SAT
					1	2
3	4	5	6	7	8	9
	TEC meets with probationary faculty					
10	11	12	13	14	15	16
17	18 DUE!	19	20	21	22	23

**November 1 – December 10 (excluding holidays):**

- TEC committee reviews evaluation results and writes evaluation reports. TEC chairs must schedule at least one meeting that includes ALL five committee members present to discuss the results.
- *After* the evaluation is completed and signed by TEC members, TEC chair and at least one other committee member meets with the probationary faculty to review the evaluation. *Reminder:* Student evaluations are not given to evaluatee until after final grades are submitted.

**December 11–13 (or sooner)** Completed probationary packets due in TERB office no later than 12pm on December 13, 2018.

**January 30** – Probationary faculty sign evaluation reports if they have not done so previously. Probationary faculty members have 10 business days from date of signing to submit a written response that will be attached to the evaluation report.

**March 2** Final & complete Tenure Evaluation Review Report due in TERB office (including any approved Improvement Plan). Reports taken to President's Office for review and Governing Board action.

**March 9- 13** TERB office will send student evaluation materials to TEC chairs. (Classroom/workplace observations in the spring semester occur only at the request of TEC).

**March 16–April 18** Student evaluations conducted in this timeframe (not before). Please send completed student evaluations to the TERB office as soon as they are completed.

**May 4-15:**

- TEC committee reviews evaluations and meets with evaluatee to complete Spring Semester Review Meeting Confirmation form.
- *Reminder:* Student evaluations are not provided until after evaluatee submits final grades.

**May 18, 2019:** Spring Semester Review Meeting Confirmation Form due in TERB office.